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ABSTRACT

The 1969 Adult Basic Education Administrator's Institute, held at Montclair State College in New Jersey, was designed as a pilot national institute to bring together not only ABE administrators from Region II of the U.S. Office of Health, Education, and Welfare, but administrators and supervisors from outside the region, including the Commonwealth of Puerto Rico. The general theme was Program-Planning-Budgeting System. This report from the conference consists of excerpts from a series of addresses given on newer developments in adult basic education, including: the scope and future of adult basic education; the psychology of the adult learner; techniques for discerning the needs of adults; the systems approach in education; instruction supervision; adult basic education job description models; teacher training; copyright laws; the function of the regional office of the U.S. Department of Health, Education, and Welfare; and adult basic education in Puerto Rico. (DM)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ADULT BASIC EDUCATION ADMINISTRATOR'S INSTITUTE

Department of HEALTH EDUCATION WELFARE REGION II United States Office of Education

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Montclair State College — Upper Montclair, New Jersey — July 6—18, 1969

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ADULT BASIC EDUCATION
ADMINISTRATOR'S INSTITUTE

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Montclair State College
Upper Montclair, New Jersey
July 6 - 18, 1969

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TABLE OF CONTENTS

Overview

5

Morris L. Brown
What Is The Scope of Adult Basic Education and What Is Its Future

8-9

Gene Flanagan
Psychology of the Adult Learner

10-11

Leo Cantelope
Techniques for Discerning the Needs of Adults

12-13

Mrs. Maria Gonzalez
Techniques for Discerning the Needs of Adults

14-15

Stanley Porteur
Techniques for Discerning the Needs of Adults

16-17

David Stinson
Techniques for Discerning the Needs of Adults

18-19

Dr. Harry J. Hartley
The Systems Approach in Education
PPBS and Adult Education

20-21
24-25

Flow Charts

22-23

Joseph Mangano
Supervision of Instruction

26-27

Anthony Pacelli
Where Are We in Teacher Training

28-31

Morton W. Bachrach
The Copyright Laws and Adult Basic Education

32-33

Dr. Grace Hewell
How HEW Region II Office Serves the Region

34-35

Arthur P. Crabtree
Adult Basic Education

36-37

Conclusion

38-39

Overview

The Adult Basic Education Administrator's Institute at Montclair State College, Upper Montclair, New Jersey was designed as a pilot national institute to bring together not only ABE administrators from Region II of the United States Office of Health, Education and Welfare, but administrators and supervisors from outside the Region including the Commonwealth of Puerto Rico.

The general theme of Program-Planning-Budgeting-System was identifiable in each of the objectives of the Institute. Flow charts and program designs were developed that actually provided training and learning experiences for those enrolled to effectively develop and operate local programs of adult basic education in line with the national and state goals.

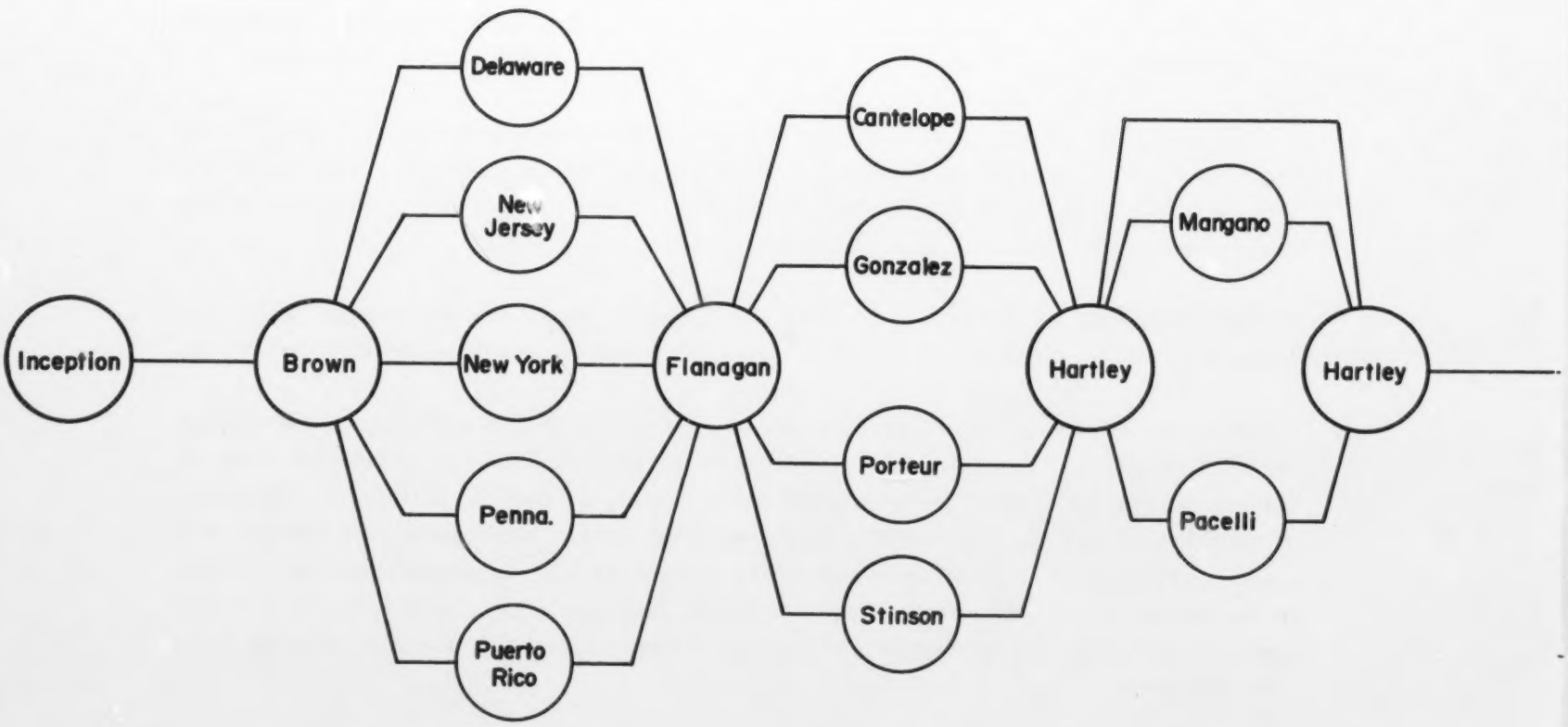
The sensitivity and awareness of the enrollees was increased not only through the learning experiences provided during the Institute but through the contacts developed among the enrollees.

Community and area resources were utilized to increase the participants awareness of teacher-learner relationships. Through visits and presentations from the Directors of area facilities, including the Plainfield, New Jersey Adult Learning Center, the Newark, New Jersey 309 Demonstration Center, and the Englewood, New Jersey Adult Center, participants were provided with practicum experience which afforded them further insight into the increasingly complex problems in comprehensive ABE program design. In addition, participants had the opportunity to expand their own knowledge and skills in decision-making and management abilities in terms of local program situations.

Institute participants presented actual case situations as blueprints for program development. A wide selection of multi-media presentations by the staff afforded the enrollees the opportunity to experience various approaches to the learning process.

The participants developed, with the aid of the staff and their colleagues, evaluative designs and teacher-training models which were applicable to their individual programs.

The outstanding commitment of the staff and the spirit of cooperativeness of the participants were decided factors in the success of the 1969 Institute.


Inception
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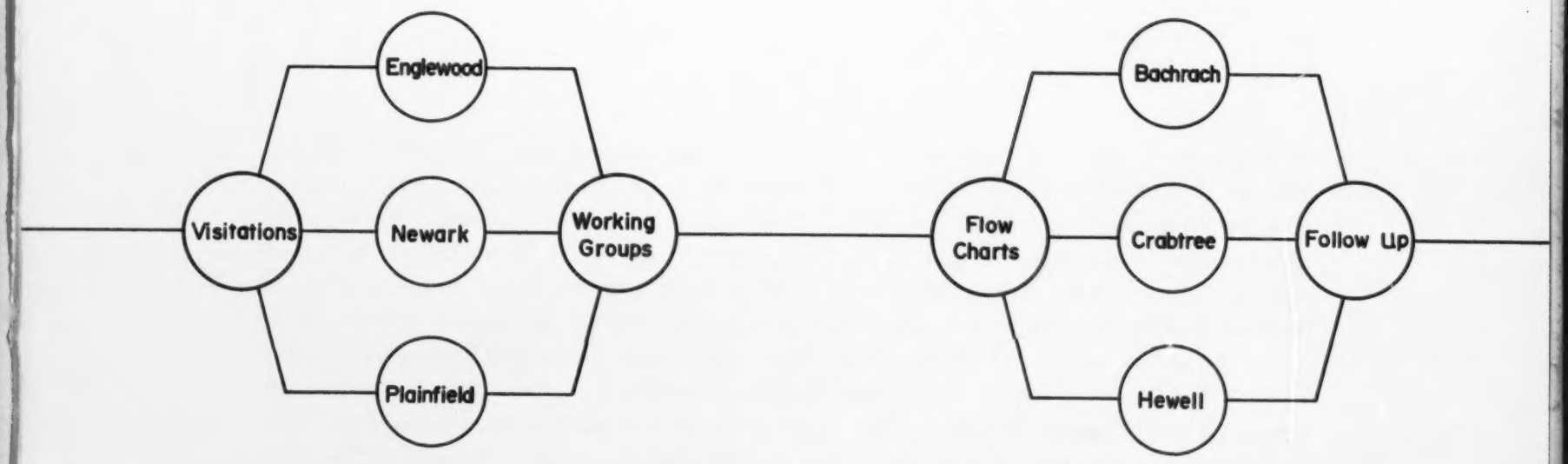

Englewood
Visitations
Newark
Working Groups
Plainfield
Bachrach
Flow Charts
Crabtree
Follow Up
Hewell

Excerpts from an address

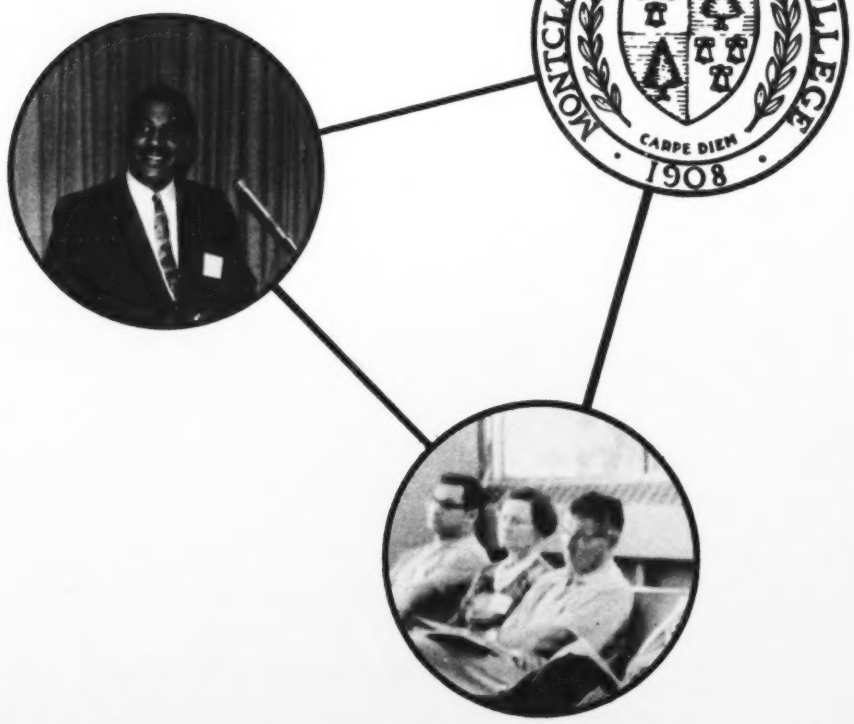
What Is The Scope of Adult Basic Education and What Is Its Future?

Morris L. Brown
Chief Adult Education Branch
Division of Adult Education Programs
Department of Health, Education and Welfare
United States Office of Education

"...In fiscal year 1968, which ended just last June, we received thirty-eight million six hundred and forty thousand dollars for adult basic education. In the fiscal year 1969, which just ended a few days ago, we received forty-five million dollars for the total program. That forty-five million dollars was divided by sending thirty-six million to the states, seven million dollars for special projects and two million dollars for teacher training programs. Now you say, why all the fiscal data. We're talking about a little bit of money. When you talk in terms of trying to reach twenty-four million people and you're talking about a forty-five million dollar funding level that is a very, very little bit of money. The average participant costs last year was $86.42, simply to run a person through a program during the year. It doesn't have very much meaning because the question you have to ask yourself, which I raise all the time, did the people go through the front door and come out the back? What did you actually give them? How long did they stay? For $86.42, you can't buy very much. We do know that the adult education programs for the most part are cheaper than the average of six hundred and forty-two dollars per year per pupil in elementary school....

"If we look back and say where has adult basic education been, we can see progress if we talk in terms of thirty-eight thousand in 1965 and then we jump to three hundred and seventy-six thousand in 1966 and about four hundred thousand in 1967, four hundred and fifty-five thousand in 1968 and about a half a million this past fiscal year, 1969. Then if we measure that against the 1.3 million dropouts each year out of the elementary and secondary schools and we say we reached a half a million people then we really have not kept up with what I call the water coming through the dike."

Quotes from Mr. Brown's Address



"No one is going to sit in class for twelve years, taking an academic type program, when he's about thirty or forty years of age. What we need to look at right now would be newer, better and faster ways of doing a job. We tell about new methodology, new materials, because at the rate we're going, we aren't going to make any dents in the population we are trying to serve. We're going to have to find better ways. Our special projects which are part of the legislation, are funded for one particular purpose, to try to find a new and better way of doing the job and to funnel the findings into ongoing state programs."

"We're strictly talking about quality – what happens to the people? When they get into your program and then when they leave. How many of you know what happens to these people when they leave? Are they still the same part of the target population? There are many questions that we don't have the answers for."

"The more technology has advanced, the more disadvantaged the undereducated become. The gap is getting wider, it's not narrowing, it is getting wider. We know that with the average male going into medical school the first year, that by the time he finishes his fourth year of medical school what he learned in the first year and possibly the second year will be obsolete. We are constantly going through a re-training process."

Excerpts from an address

Psychology of the Adult Learner

Gene Flanagan
Principal
Sheepshead Bay Adult Center
Brooklyn, New York

"...There is a certain continuity in an adult's life that influences his interest factors. Quite often the interest that one has in an activity is constant. But we learn that the frequency on the content of the activity changes. One of the simple examples that I'm sure you are aware of is the ability of the young adult to participate in more athletic activities. This diminishes and you find him playing golf and tennis as he gets older. This is also true in areas of social participation. These are things that adults will participate in based on their interests. Their interests quite often will be affected by their physical ability to do things. In some instances we consider why adults will not go out at night to programs. It's because they're not as capable at night, they don't have the faculties and the senses that they once had under those conditions; they tend to be more comfortable going out and traveling in the daytime. You'll find that the young adult, as he becomes a parent, takes on additional activities; his circle of friends changes; he becomes involved in the Parent Teacher Association. You'll find his interests are influenced in this way."

Quotes from Mr. Flanagan's Address

"Now the other important aspect where needs are concerned is that the adult participates in determining or appraising his own needs. Quite often if the adult is able to make known through an interview or through a counseling effort at registration time or otherwise--if an adult has the opportunity to determine what his needs are you'll find that he also appreciates or knows exactly how he wants to overcome the need. He is much more aware in terms of objectives. You are developing motivation and interest and other aspects of adult learning that are quite valuable."

"Each time an adult looks to an educational program he is somehow rearranging his pattern of interests. He will either eliminate something that he is now doing to participate in your program, or he may curtail two or three other activities and compress them into a shorter period of time to allow himself the opportunity to come to your program."

"Where adult learning is concerned age is not really an effective factor or indicator of learning ability or achievement. Actually, one's intellectual ability, his interests, and his past experience will provide him with more control over his ability to learn. What I'm saying is that where adult learning is concerned we can probably learn more about adults if we look to their background, their experience in terms of education, and also their interests."

Excerpts from a panel presentation

Techniques for Discerning the Needs of Adults

Mr. Leo Cantelope
Director of General Adult Education
New Jersey State Department of Education

"...When we look at the term 'diagnosis' we have the most important quality that a director of adult education ought to possess. He is constantly faced with multi-faceted roles. He needs to talk with other individuals in the community. If you don't establish a line of communication you're never going to solve problems, nor are you going to understand problems of others. Among the roles of the adult educator is that of the diagnostician. It is perhaps his most important role. If he has anything at all to do with the planning, organizing, and conducting of educational programs, he is constantly making diagnosis either consciously or otherwise. Often, however, too little attention is given to an orderly, logical procedure for diagnosis. Too many adult education programs are prescribed on a basis of what we've found to be appropriate in another situation, or even worse, what is available. This brings us to the question, why a diagnostic approach? Snap judgements and intuition are not reliable as basis for effective and meaningful adult education programs. Even experience, unless it is properly interpreted, may be of doubtful value. The rationale for sound diagnostic procedure seems to rest upon one very basic assumption that learning experiences for adults should be designed to meet real educational means. If we accept this basic assumption, the importance of diagnostic procedure as a basis for program planning, becomes readily apparent."

Quotes from Mr. Cantelope's presentation

"Our problem in education is not how to get out more information, it is rather how to structure it so that the information may have personal meaning for the learner. A prime need in our society at this moment in time may well be a community education program which concentrates its efforts upon middle and upper income groups--helping them to better understand and accept the lower classes in our society."

"Diagnosis progresses from symptoms to problems to needs. Diagnostic procedure germinates with observation of symptoms--it should be pointed out though, that almost never is there a simple relationship of symptom to a problem. A doctor diagnosing a patient does not prescribe treatment on the basis of one treatment. A headache by itself could be one symptom of any number of ailments. Once the observed symptoms are arranged into pattems, however, it becomes easier to identify educational problems. Thus pattems of symptoms form a half step in the symptom-problem-need sequence. As we look forward to our program-planning let us try to implement the concept of diagnosis to effectively analyze, engineer, and manage our systems of adult education so that we might meet the challenge of need to adult education."

"You have to understand that you can't do this job alone in your community--that you're not God Almighty and you don't know everything there is to know about peoples' problems and about solving those problems. You have got to form an advisory committee that is a cross-section of the community including the power structure at one end and the most militant individual on the other end. As the director of that program you're the middle man, you're the person that brings these individuals together to talk about the kinds of things that need to be done in your community. There isn't any question anymore about symptoms and problems, they're all around us. The question now is how can we structure programs to meet those needs."

Excerpt from a panel presentation

Techniques for Discerning the Needs of Adults

Mrs. Maria Gonzalez
Community Relations Specialist
Newark, New Jersey

"...In working with adults, I feel that the first step is to give them a working conversational vocabulary, plus a vocabulary to meet their daily needs. In order to do this I feel that it is necessary to have at least three categories of students:

a. Beginners – no English – little schooling
b. Intermediates – little English – some schooling, eighth grade plus
c. Advanced – professionals with some knowledge of English.

"In the first group it would be advisable to have a Puerto Rican or Hispanic teacher. In the other groups I do not feel it is as necessary to have a bilingual teacher; however, these teachers should be trained very effectively in the heritage and cultures of their students, so as to better understand and meet their needs and problems.

"A teacher of adult education must be knowledgeable of agencies and services available in their communities, thus enabling them to give proper orientation to their students. Another need which is seldom met is that of a social worker. Many of the problems confronting the Puerto Rican are of a nature which requires the aid of a qualified social service counselor.

"It is our duty to meet the far-reaching needs of upgrading the Puerto Rican and other Hispanics employable in positions with greater potential. This goal might be accomplished by bringing businessmen into the classroom to explain to the students the qualifications they must meet for employment and training. This should prove to be an incentive for the students to learn the English language."

Quotes from Mrs. Gonzalez's presentation

"Like an infant, we must take one step at a time, always looking ahead, while looking for other ways to accelerate the pace. In other words, there is no time to wait. These basic needs should have been met yesterday, and not tomorrow."

"Can you imagine what a monumental task it would be to fill out a job application; to go for an interview; to write a resume, or to know whether or not to sign a contract of any kind--not knowing the consequences it might bring? Just visualize yourself in a strange country, faced with these problems! This is the best way to explain what is happening everyday to many of the Puerto Ricans on the mainland."

"Perhaps we sometimes forget that by bringing to the forefront a Puerto Rican or other Hispanic person within our community, who is highly regarded by all his fellowmen he might well serve as a further incentive to others who have the same cultural background and lineage, but who has not taken the many educational advantages of our nation."

Excerpt from a panel presentation

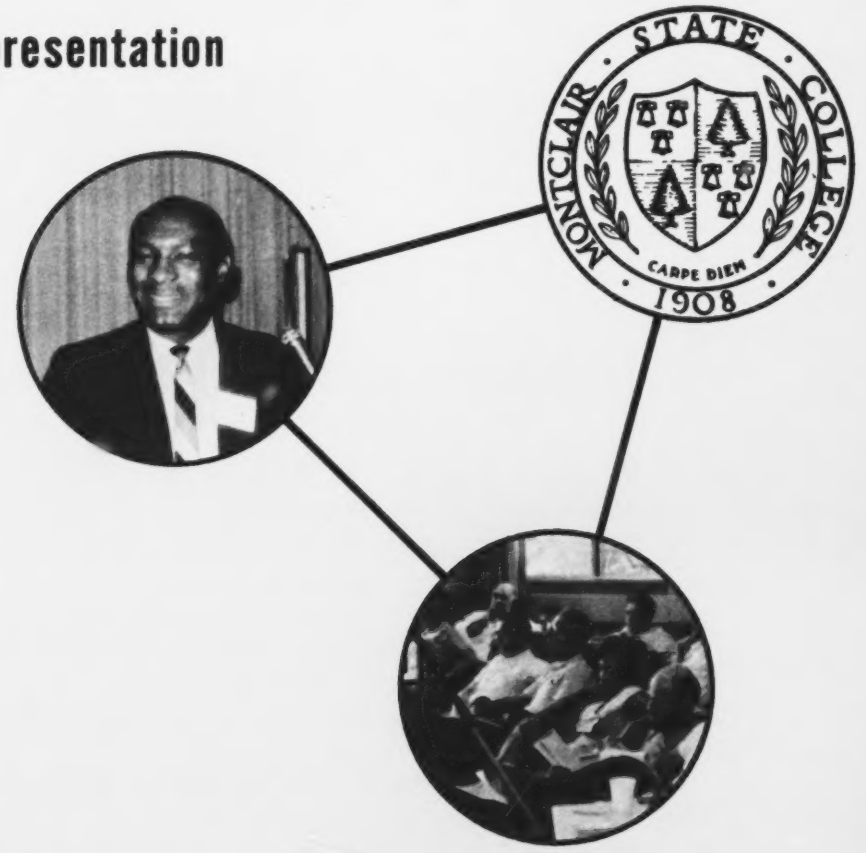
Techniques for Discerning the Needs of Adults

Mr. Stanley Porteur
Center for Information and Referral
Newark, New Jersey

"...I find it rather touching to see a young man who is twenty-five years of age who cannot fill out an application, who cannot remember where he had worked, who had not worked; twenty-one years of age who had not gone through high school or as far as the eighth grade; twenty years of age who had been on the streets at an early age; eighteen years of age who had not finished high school and cannot fill out an application....

"Now we are supposed to be living in a world of civilization, but when you see these people who cannot do as simple a thing as fill out an application, it's pathetic. You know that someone is not doing his duty, is not doing the things that he should do. When I find a young man who sits in front of my desk who can't sit erect, who can't stand still, who can hardly talk from scratching and this is from drugs--it's a pathetic thing. It's shameful. It's heartbreaking to see a sixteen year old man sit before you with not a clear mark on his arms. It's pathetic to see a twenty-one year old man or twenty-one year old girl or sixteen or seventeen year old girl who passes your office window, and you know what she is doing--you can look at her and tell: pep pills, cough syrup, and everything else that you can think of, not having the knowledge to know and to realize that these things are detrimental to their health."

Quotes from Mr. Porteur's presentation



"They did not want to go in and get a basic education at the time, they wanted a job because they needed a job, and this is what we had to do to help them to get a job--to teach them some of the basic things in order to be able to fill out an application and to the present time we are still working on some of the things. There are many people who come into my office each day who do not know the meaning of the two letters 'S.S.', Social Security; they will put male or female, which is quite incredible."

"In another field we are referring people for legal aid. Many people who come in do not know what to do about certain situations. It is a simple situation, but they do not have the education nor the knowledge--they do not know where to go. The only place they know to go is to the most expensive lawyer, and what does he do? He drains them of all money that they have, and in many cases they don't have any, so they end up doing nothing. We are closely affiliated with the Legal Aid Society."

"Many people came in for vaccination. People came there because they did not want to go on the corners where these trucks were parked because they feared they would be seen, that someone would realize what was wrong with them and why they were going there, because they knew what treatment was being given. But they came to us--they came inside because they didn't want to be seen; they were ashamed to go to the street corners, but they came inside and were helped. We have not only worked with the hard-core unemployed, we have also worked with those who were underemployed."

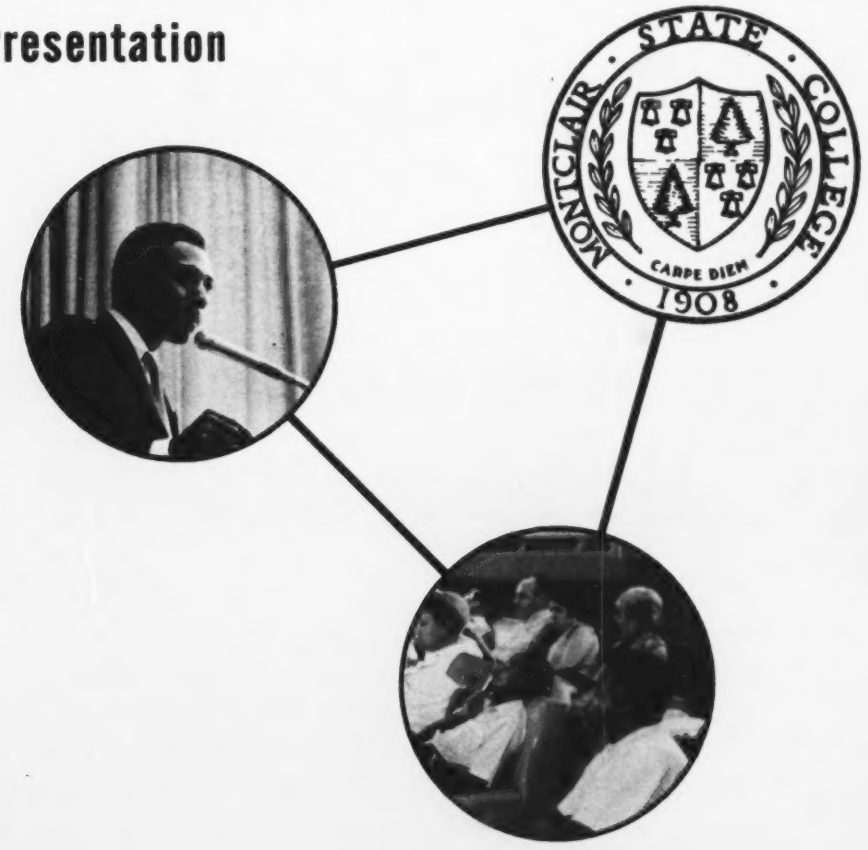
Excerpt from a panel presentation

Techniques for Discerning the Needs of Adults

Mr. David Stinson
Administrator Personnel Relations
American Airlines

"...The interesting thing about me talking to you about industry is that I see such a good link in some of the things that we have found successful within your own situations--your learning labs for instance. Let's look at assessment. Assessment by whom? First of all by the student. Why are you here? What do you think about this? The same things that we ask in industry with training situations. What kept you here for six months? If you had the opportunity, what would you change in this program? Do you think that the time is too long? What did you think about the methodology that was used? Do you think the teacher communicated with you? Did you find yourself back in the same schoolroom situation where you were given an assignment, 'Read Chapter 2.' and the teacher disappeared for forty minutes? What are your ideas on this program? Assessment by the guys or girls that you lost: go out to their houses and ask 'How come you dropped out? Was it something that we did? What would make you come back? Just anything, do we have to smoke pot in the classroom to get you to come back? What would make you come back? Let's find out, let's talk about it. This is your center, it's not mine. What do you want to see in your community and in your center?' That's a good person to ask, especially the guy that got away. You have records and you can find him. Give him a telephone call, invite him out to lunch."

Quotes from Mr. Stinson's Presentation



"I'd like to thank the people that work in adult basic education for allowing that term to remain ambiguous – ambiguous meaning that it's not a label, to say that adult basic education means this, or this, or this. It's flexible enough that people like those in industry can take a term like that and do some things with it as educators. Innovations, I think, are the most important aspect of adult basic education; from the school point of view, the community point of view, and certainly, the business point of view."

"A long time ago, and even today, industry has said, 'We want qualified people.' I've traveled in forty-seven states and I couldn't get a real definition of 'qualified.' What do we mean by that word, 'qualified?' Well, 'a person should have a high school diploma to work here.' 'Why.' Well, 'his job will entail taking five boxes over there and put them over in that corner, and you need a high school diploma to do that.' Being quite concerned on the whole area of assessment, both psychometrically speaking and job-wise, we've been doing quite a bit of research. We found that a majority of the jobs do not require what they say they require. We do this assessment by several means. We take the piece of paper that says this is what the job is, and in addition to that we go in and talk to people that work on that job--supervisors, foremen, and laborers. 'What do you think a guy needs to do this job?' This is one of the questions we ask. And we get it point blank. With all of this information, we come back and try to come up with a realistic look at what it takes to do a job. We try to make a realistic assessment of the prerequisites that are currently operative. Instead of trying to fit a job for a person, we're trying to fit the person for the job."

Excerpts from an address

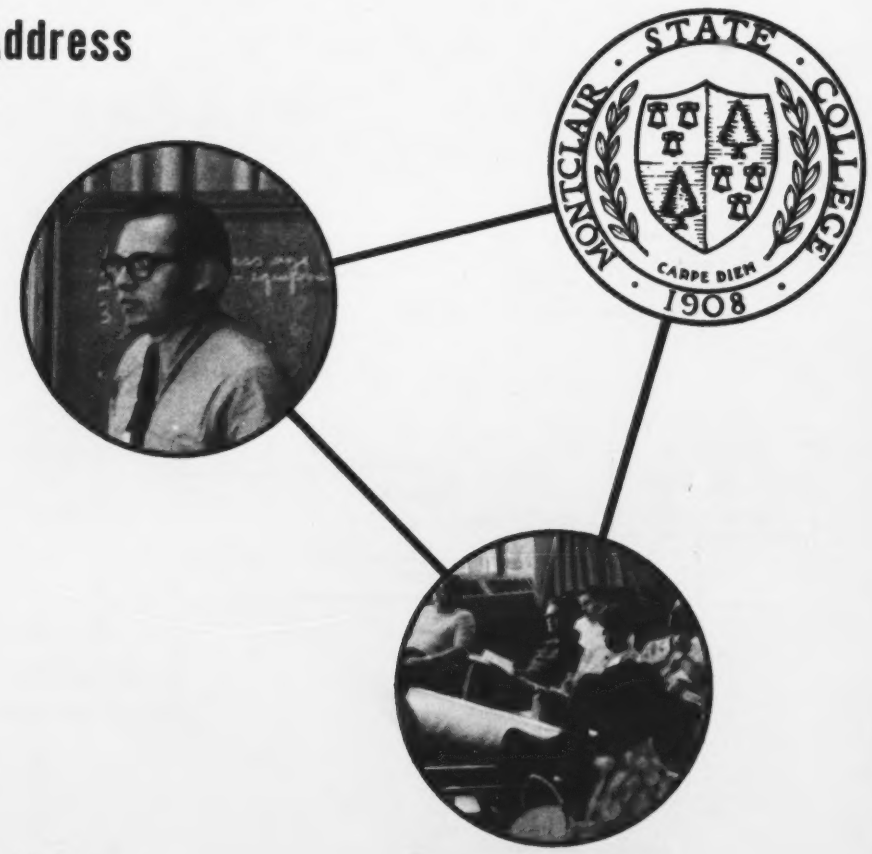
The Systems Approach in Education

Dr. Harry J. Hartley
Chairman Department of Administration and Supervision
New York University

"...The systems approach can be regarded as a disciplined way of using specialists in a variety of fields to analyze, as precisely as possible, sets of activities whose interrelationships would be very complicated. It's the way that we take advantage of consultants, of outside researchers, who are brought into the schools. And secondly, it is a way to formulate comprehensive and flexible plans on the basis of the analysis. The power of this approach is that it offers a solid, objective foundation for decisions....

"The systems approach consists of two major parts. First of all, analysis and second, design. Analysis comes first if we are thinking in terms of sequence. It demands a clear concise statement of a problem. The problem can be major, something district-wide for a school district, or it can be relatively minor, focusing on one aspect or one part of your specific program within a school setting. This particular step of analysis involves the systematic consideration of alternatives. What is the problem? What are the options that apparently are available to you? What are the kinds of criteria that you consider in ranking the alternative? Perhaps it will be time, cost, feasibility or available manpower. Here you have to be fairly explicit. The second major step is design. This includes the actual plan for the agreed solution. It is called the execution stage. It is at this point that the practitioners will generally take over.... Admittedly, in many cases the system that you design will look better on paper than in practice. This is particularly true when you look at urban school districts. They will show you elaborately developed models for planning, curriculum, personnel usage, testing of students, building design, evaluation of overall system performances and so on. It is difficult to prepare a flawless blueprint but it's even more difficult to execute when dealing with human beings. Very often the weakness does not rest in the systems concept, but in the people that will be put into it."

Quotes from Dr. Hartley's Address

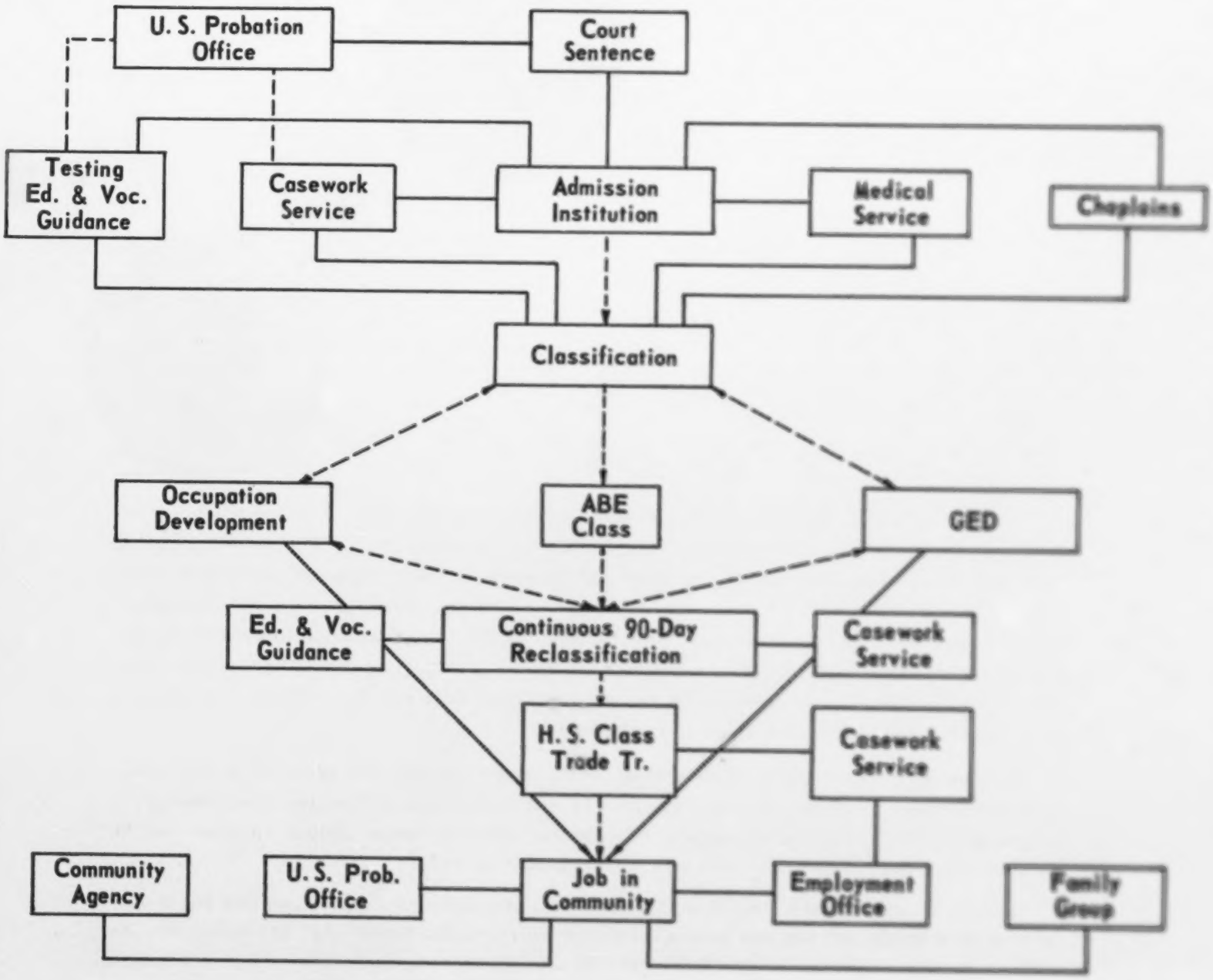


"What we're talking about is simply a mode of thinking. You may want to call it the scientific method or rational planning or whatever term you select. Now within that mode of thinking, we can start with the systems approach, the most general category. Within the systems approach is something called Planning, Programming, Budgeting System (PPBS), which is a general framework. Within PPBS are a number of smaller aspects, such as Program Evaluation Review Technique (PERT). And within PERT and other procedural guidelines is something called 'instructional program.' Just go down the sequence with me, and you'll see it is not that difficult; it's simply a well-organized, well-conceived approach to planning."

"In defense terms now we are talking about the difference between what is called tactical planning and strategic planning. Strategic planning as you know means a five-year plan. Strategy, a long-range strategy. Tactical planning is one year. In education we're putting out brush fire so we're doing tactical planning, not strategic planning, unfortunately."

"One of the aspects of a system is that there will be continuous feedback so that you understand what's wrong and you can have adaptations built into the system, but generally, this involves some form of communication. I think you have to plan for communication--either on a formal or informal basis. You must have mandated periodic review as well as unscheduled review. There's nothing really built into the system unless you plan for understanding communications in your system."

FLOW CHART OF THE PROGRESS OF A FEDERAL INMATE FROM SENTENCE THROUGH RELEASE

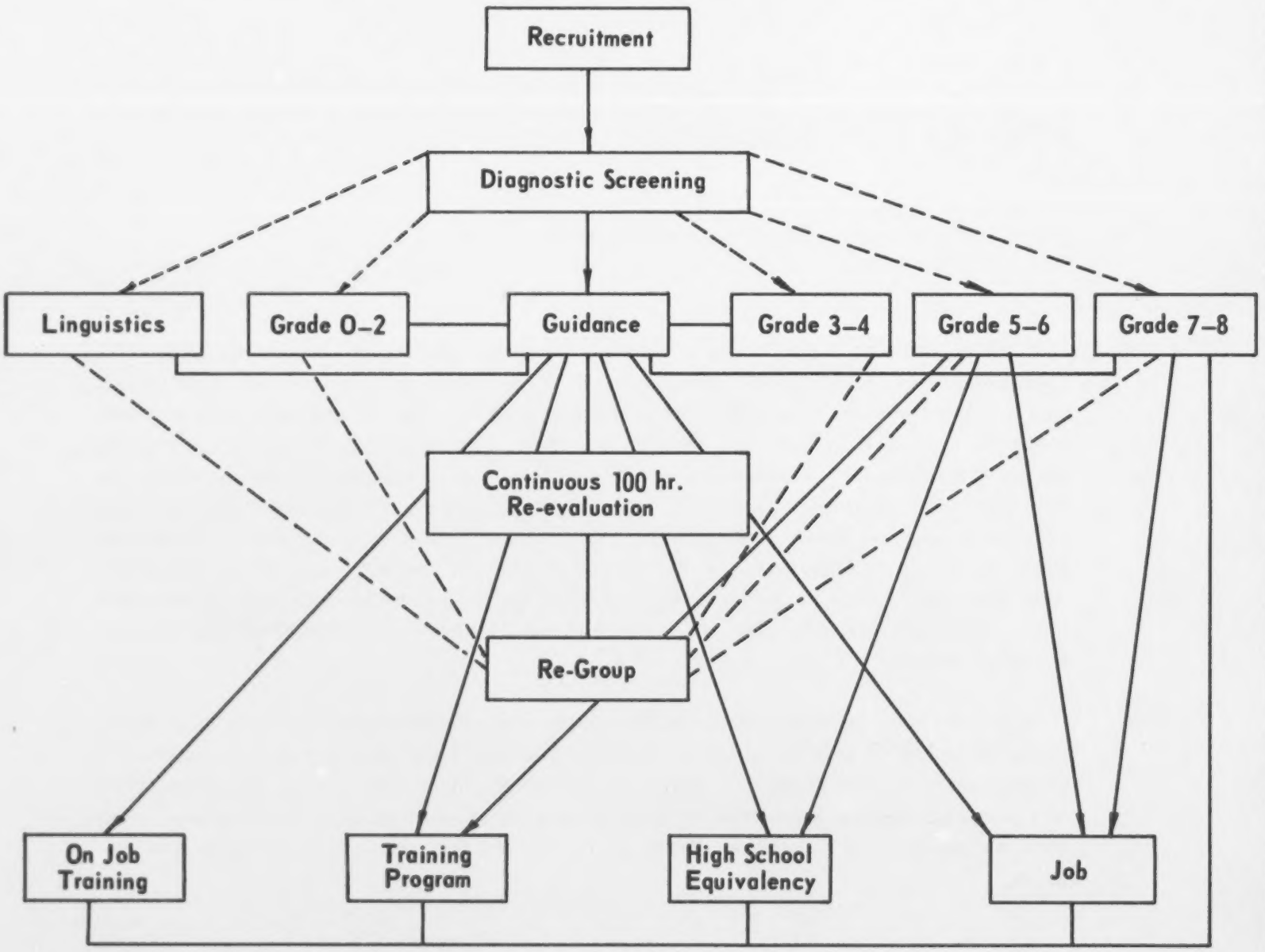


The progress of a federal inmate from sentence through classification, ABE classes, High School evening classes and Trade Training, to prescribed goals of having an adequate job in the community and becoming a responsible member of a family group.

Prepared by:

Robert A. Gunnell
Institute Participant

FLOW CHART OF AN ADULT BASIC EDUCATION PROGRAM BASED ON TARGET POPULATION (NON-ENGLISH AND NATIVE BORN)



Prepared by:

Carolyn F. Grain
Institute Participant

Excerpts from an address

PPBS and Adult Education

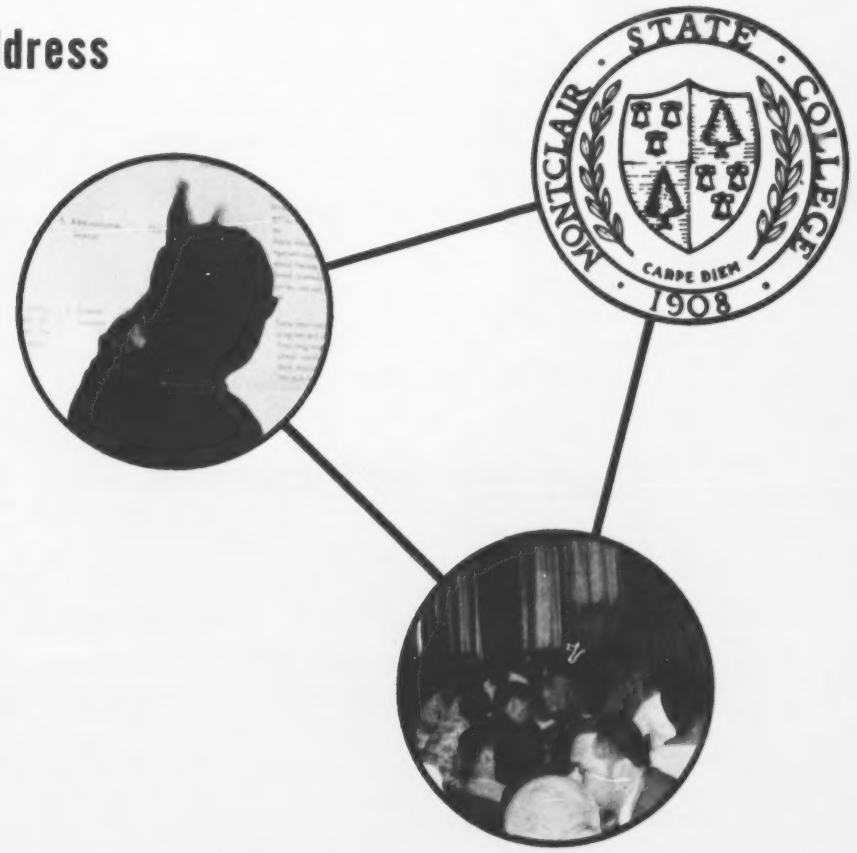
Dr. Harry J. Hartley
Chairman Department of Administration and Supervision
New York University

"...The first step is conceiving of an idea, obtaining authorization to plan, appointing of a planning unit, and obtaining research data. Second, the developing stage where each of the procedures is laid out in more detail, preparing a preliminary draft, developing tentative evaluation plans, in-service training procedures, preparing drafts. Third, analyzing, distributing copies, studying the goals involved, then implementing staff, training facilities, materials, equipment, public information, and so on. Next the operation, preparing operational reports, data gathering, evaluating the project, and then finally the terminating stage, and this would be at the level of superintendents and Boards of Education--how they would terminate the research proposal that was developed. Now this is simply an example of a flow chart. I think a flow chart is simply the statement of procedures and sequence necessary to complete a project and it is nothing more than a logical method of thinking. . . .

"I would like to reiterate what the basic purpose of a program budget is--it is to take the emphasis away from objects to be purchased (which is what present budgets measure) and place it on programs to be accomplished. ...Maybe we will get Boards of Education to stop emphasizing only preschool programs and adolescent education and start concentrating on adult education when they can see what the payoffs are. Maybe the returns will be higher than investing in other programs....

"But the major factor will be training people who know how to define the programs, who know how to state objectives, to determine alternatives, to establish criteria for making selections, to establish performance indicators for measurement, to flow-chart plans in such a way that anyone on the staff can understand them, and finally to get into budget implications, which is of least importance to you."

Quotes from Dr. Hartley's Address



"It is much easier to measure educational input than it is to assess its output, but we are making progress. A whole new concept has been developed called 'human capital' and the purpose for economists devising human capital is that perhaps it is more important to invest money in people rather than in things."

"What it suggests is that organizations, regardless of the type, tend to give primary emphasis to those goals that they can measure and let any other type of goal go by the board. So, if we look on education and consider the various kinds of learning; one would be cognitive domain, another would be the affective or attitudinal domain, another would be psychomotor skills. One of those three is easiest to measure, and it happens to be in the cognitive domain--standardized tests, psychological tests, and so on. The net effect is that we tend to emphasize that first objective and we don't really give much time to moral teaching, and attitudinal changes in the curriculum."

"Finally the limitation occurs when the same person, superintendents generally, evaluate programs as they are the same persons that installed the program--thus the programs are doomed to success. Just as if you installed PPBS and then you evaluate the program you're not likely to say it is anything less than a smashing success."

Excerpts from an address

Supervision of Instruction

Joseph A. Mangano
Chief Bureau of General and Continuing Education
Division of Continuing Education
New York State Department of Education

"...The middle-class teacher who teaches a middle-class school of kids has done a remarkably poor job, in most cases, of becoming sensitive to kids, but she can live this way because we have mandatory school laws and she is not going to lose her class. Long before basic education, we knew in adult education if a teacher wasn't effective that the best evaluation of that teacher was that she was not going to have her class very long. An adult director could very well tell the quality teachers, whether it be in sewing, English as a second language, parent education, civic education or great books. This is difficult enough, becoming just aware of adults, but to become aware of adults who come from a society foreign to the orientation of the teacher becomes a major job. Therefore, not only must she know the objectives of the Federal Government, the State Government, and the establishment to the program; but she must also become aware of the population and be sensitive to the differences in the population and sensitive to their feelings, strengths, and weaknesses. These are generalizations and you're going to find exceptions, but generally speaking, the person who lacks communication skills in society and is out of the mainstream for long periods of time from childhood through adulthood does not have a positive image when he comes to the program.... The lack of a person's confidence in himself because of past failures has, in most cases, a very marked effect on the way he approaches problems. If this is the same experience he failed last time, you're striking twice before you even throw the ball. The thing is that we have to make adult basic education a lot different than we did with the techniques of child education. The entire atmosphere of the classroom must be changed. You must communicate this to the adult, not by telling him it's different, but by making it different and letting him see that there is a different interaction, a different relationship between teacher and student than the supposition that he assumed. So, these are the things that teachers must be aware of."

An Outline for a

Job Description for an Adult Basic Education Teacher

I. General Responsibilities
   A. To maintain a high quality of instruction.
   B. To keep up-to-date all attendance records and student record files.
   C. To utilize the experiences gained in the learning laboratory center with programmed and self-directed materials in the areas of reading with the arithmetic, social living skills and language arts skills of the individual student.
   D. To maintain lesson plans for all areas of instruction.
   E. To provide the best climate possible for the periodic two-hundred hour testing cycles. Remind those absent for the test to report to the learning laboratory for make-up testing. Review test results with pupils in order to maintain an attitude of encouragement and desire to improve.

II. Specific Responsibilities
   A. Plan the instructional schedule for each individual student, that is, on a daily and on-going basis, meshing the classroom and the learning laboratory instruction.
   B. Plan the instructional schedule so that maximum individualized or small cluster grouping instruction can take place in the learning laboratory and the classroom.
   C. Plan enrichment activities necessary for the individual and the cluster group within which he is operating in the classroom or the learning laboratory. Seek the assistance of the Instructional Supervisor and the Learning Laboratory Supervisor-Specialist.
   D. Plan the evaluation and progress of each individual student with the Learning Laboratory Supervisor-Specialist in regard to programmed and self-directed media.
   E. Become thoroughly familiar with the use of programmed and self-directed materials while working with the Learning Laboratory staff.
   F. Introduce each new student to the Learning Laboratory Supervisor-Specialist and Learning Laboratory Aide so that they may prepare for the student, the appropriate instructional materials and folders.
   G. Inform the Learning Laboratory staff of any students that have transferred or have departed from the program.
   H. Become thoroughly familiar with the use of all machines.

III. Job Requirements
   A. B.A. degree in education.
   B. License or teaching experiences in common branches.
   C. Certification in adult education.

Excerpts from an address

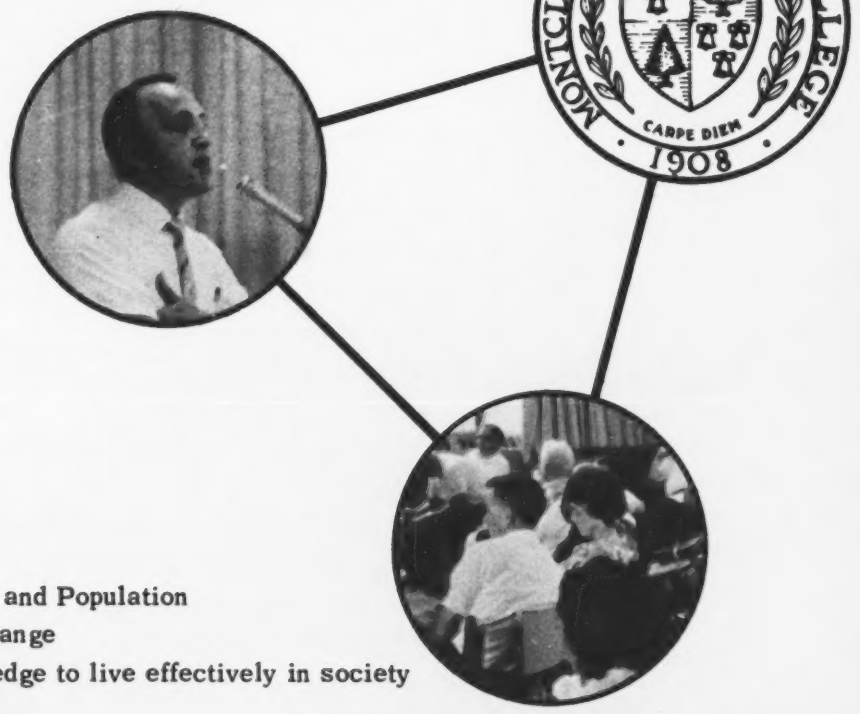
Where Are We In Teacher Training?

Anthony Pacelli
University Resource Specialist
Adult Basic Education
State University of New York at Albany

"...You must diagnose your teacher needs. Where are you effective as far as your adult basic education program is concerned? Where are you least effective? You must assess the teacher strengths and weaknesses and this can be done through tests, observation, class reports, achievement tests, and often inquiries made by the teacher.

"Then you must set up a planning committee--a task force. In your task force you should involve your teachers, your curriculum specialist, a lab specialist, yourself, and perhaps a representative of the community. Once the task force has completed the job, then it is your responsibility to act upon their recommendations and suggestions and to develop a schedule for teacher training. Like the guidelines of a very good newspaper man, these should be the guidelines for you: Who? What? When? Where? How? By answering these questions in your systems analysis approach, you will automatically begin to develop the design. When the plan has been finalized it should be returned to your task force for additional recommendations, suggestions and depletions. They should look at it in regard to training, additional materials or supplies needed, the interpretation of the plan to others who will be affected by it, and then the establishment of provisions for implementation. Finally the plan should be turned over to the instructional team, the consultants and teachers, or whoever is assisting in your teacher training. They should make inputs and based on their comments and suggestions there should be further revisions. Lastly, you have the evaluation of the operational plan and the expansion of the plan to further achieve the plan goals. The ultimate effectiveness of any teacher-training program will depend on the knowledge, the skill and experience of the teacher-training instructional team. That is why they should be selected with extreme care. The amount of time that you devote to teacher training, the kinds of instructional teams that you develop, and the schedule that you maintain will establish and guarantee the successful program."

A Model for Teacher Training



I. Understanding and Sensitivity to Program and Population
   A. Adult basic education for social change
   B. Adults in need of skills and knowledge to live effectively in society

II. Understanding of Program Objectives
   A. Objectives of federal funding
   B. Upward-economic mobility
   C. Increased employability
   D. Raising levels of citizen participation
   E. Develop skills for more effective parental role
   F. Develop skills for effective consumer role
   G. Understanding of need for increased coordination between agencies role in solving problems

III. Develop Sensitivity to Adult Population
   A. Poor self-image
   B. Different value system
   C. Different life styles
   D. Crisis oriented
   E. Lack of knowledge of roles of societal agencies

IV. Psychology of Adults
   A. Physical and sensory capacity
   B. Intellectual capacities
   C. Feelings and emotions
   D. Motivations, interests and learning
   E. Characteristics of undereducated adults

A Model for Teacher Training

continued from page 29

TEACHER MUST HAVE UNDERSTANDING OF:

V. Physical Characteristics
   - A. Speed and reaction time – slower than youth
   - B. Changes in vision
   - C. Changes in hearing
   - D. Fatigue factor
   - E. Effects of poor diets

VI. Intellectual Characteristics
   - A. Jones and Conrad studies
     Army Aplha Tests showed no decline in intelligence due to age with senior population
   - B. Thomdike – age of a person not significant factor in regard to learning
     That all men and women can learn to varying degrees

VII. Role of Feelings and Emotions Related to Learning
   - A. Emotions play important part in learning
   - B. More emotional associations than children
   - C. Adult often carries stigma he is not efficient learner
   - D. Adults carry burden of unpleasant prior school experiences

VIII. Motivation, Interests and Learning
   - A. Motivation influenced by physiological needs
   - B. Influenced by responsibilities and need for money
   - C. Prestige – livelihood – success – financial independence
   - D. Adults have strong likes or dislikes
   - E. Adults suffer more anxiety as result of poor success
   - F. Adults do less well than younger people where learning is carried out under conditions of mild body discomforts
   - G. Primary motivations for adult basic education are better homes and jobs

IX. Curriculum and Supportive Services
   - A. Language Arts
     1. Reading
     2. English as a second language
   - B. Computational Skills
     1. Problem solving
   - C. Social Living Skills
     1. Health
     2. Parent and family life
     3. Civic education
   - D. Guidance
   - E. Pre-Vocational

A Model for Teacher Training

X. Implementation of Adult Basic Education Curriculum
   A. Flexibility of scheduling
   B. Utilization of materials, methods and techniques effective for adult basic education
      1. Multi-media
      2. Multi-sensory approach
      3. Adult basic education technology
   C. Materials relevant to problems of adults

XI. Understanding of Supportive Services
   A. Counseling and Guidance
      1. Recruitment
      2. Intake
      3. Individual placement
      4. Adequate record keeping
      5. Individual and group guidance objectives and techniques
      6. Inter-agency cooperation
      7. Referral

XII. Individualization of Instruction
   A. Accurate placement
   B. Diagnosis
   C. Teaching
   D. Reinforcement
   E. Evaluation

XIII. Techniques for Individualizing Instruction
   A. Use of placement instruments (survey tests)
      1. Initial reading inventory
      2. Teacher made tools and activities
   B. Diagnosis: Wise use of diagnostic instruments
      1. Diagnostic tests
   C. Teaching understanding of sequence of skills
      1. Use of self-directed, programmed and semi-programmed material
      2. Adult-oriented material
      3. Utilizing educational techniques
   D. Reinforcement transference of skills to life problems
   E. Wise use of test data for evaluation

Excerpts from an address

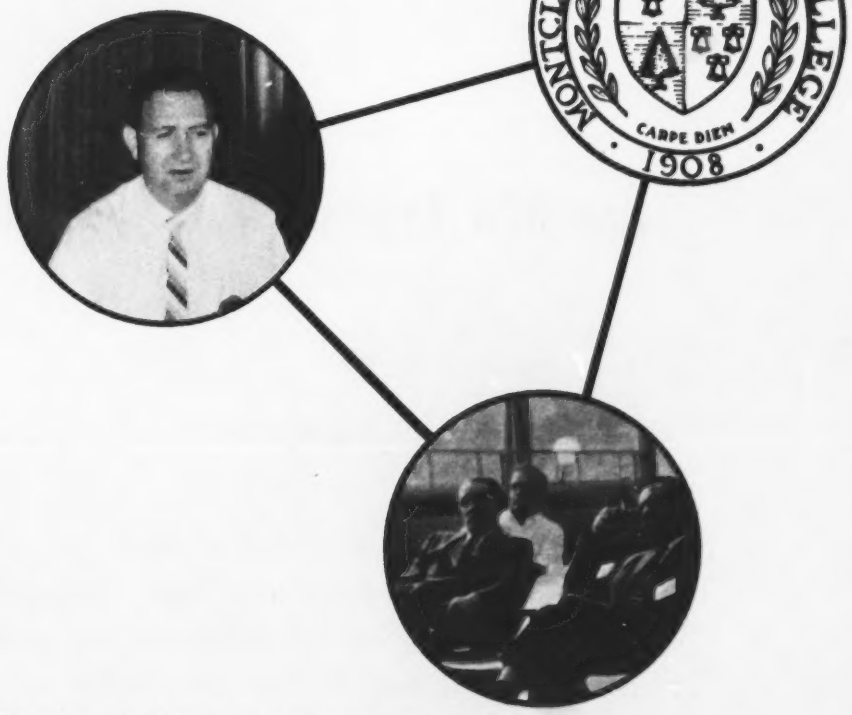
The Copyright Laws and Adult Basic Education

Morton W. Bachrach
Copyright Program Officer
Division of Information Technology and Dissemination
Department of Health, Education and Welfare
United States Office of Education

"...We talk in terms of two types of copyright. Actually, only one is really a copyright. You write something. You put your thoughts down on paper in a particular mode of expression. You have a property right in that mode of expression in the same manner that you have a property right in any other piece of tangible property, whether it be a stock or a bond. What is the property right? It is that under the common law--not under the statute--but under the common law which we inherited from England hundreds of years ago, no one has a right without your permission to copy your expression as put down on pencil and paper. Now we call that a common law copyright or, more accurately, a common law right in intellectual property. This is what they call an inherent right; it does not require statute to give you this right. It is your creation; it belongs to you. You don't ever have to publish it if you do not want to....

"Now the other type of copyright is the statutory copyright. The reason that we have this is as an incentive for people to write and to publish what is written, because if you had this piece of common law copyright that I mentioned before and you publish it, you have completely lost your rights in it--then anyone could copy it, publish it, revise it, do anything in the world they want with it. However, under the statutory copyright, if you publish it with a proper copyright notice, then you have an exclusive right in that piece of property to publish it, to copy it, to make another version of it, etc. This exclusive right lasts for 28 years, and at the end of the 28 years if you're still alive under our present law you can register for another 28 years. Now I have introduced the word 'registration.' You actually do not get a copyright by registration, you get it by publication with a proper notice on it. If you want to enforce your copyright against anyone, it has to be registered at the Copyright Office. This costs six dollars. It becomes a public record, and then if anyone infringes upon your copyright, you can bring him into any Federal Court in the United States and sue him for copyright infringement."

Quotes from Mr. Bachrach's Address



"Previously we were in what we call the Absolute Public Domain Policy Period, which meant that anything that was written which was supported by Office of Education funds, if it was published, it had to be published without copyright. The theory was that if these materials are paid for with public funds they ought to belong to the public. There was one problem though. How is the public going to get their hands on these things? They can only get them if a publisher is willing to publish, and normally a publisher is unwilling to publish unless it has some reasonable assurance of having an exclusive market, which means publication under copyright. The publishers do not want to risk their capital unless they do have this exclusively. So it wasn't very long after this Public Domain Policy was announced that there was a clamor to modify the policy, and it was modified. A new statement of policy was issued on March 1, 1968, which said that under certain conditions, as an incentive to the publication of materials, copyright can be authorized for a limited period of time."

"You secure your copyright on the day you publish with a proper notice of copyright. You merely 'perfect' your title when you register it and the Copyright Office will not refuse registration of any work unless for some reason the registration isn't proper--if you've used the wrong form or sent in the wrong amount of money or failed to deposit two copies (which is another requirement) or have committed some other formal breach."

"Seventy percent of everything that is published goes to the educational community. The textbook business is bigger business than the novel business and what they call 'trade publications.'"

Excerpts from an address

How HEW Region II Office Serves the Region

Dr. Grace Hewell
Program Officer
Adult Education Programs
HEW Region II
United States Office of Education

"...Several mechanisms were established to provide a structure for the operation of processes, decision-making processes, for problem-solving activities, to open up channels of communication between divergent groupings in the region and to affect a closer working relationship between Federal and State governments. One, we established an advisory panel of state directors of adult education and a panel of directors of adult basic education. We have task forces to expand the role of volunteers, business and industry, unions and students in the program. For the purpose of stimulating curriculum improvements we have a task force concerned with innovations in adult basic education and in defining the role of technology in adult basic education. The latter group is concerned with providing us with the kind of information and guide posts that will help us in computer-assisted instruction.

"We maintain communication with the state educational agencies through the regional office structure. Their work is both short-range and long-range, but in large part it is long-range, requiring long and patient study and more importantly they assist the regional office and enlist the continued support of state directors through reports and recommendations for their consideration and hopefully for Federal and State approval and action....

"As stated by Commissioner Allen recently in his message to his staff, 'the challenges confronting American education are of such urgency and such dimensions as to call for the most vigorous exertions by all three levels of government--local, State and Federal--working as partners in a joint enterprise."

Quotes from Dr. Hewell's Address

"We cannot reduce illiteracy and we cannot eventually eliminate undereducation unless we give people the opportunity to actually engage and to exercise their fundamental right of American citizenship, and that is the right to engage in participatory education in a 'Do' democracy."

"We set about to create mutually respecting partnerships, a partnership between the Federal government and the states to provide opportunities for people to serve and to become involved in devising solutions to their own problems, particularly the problems of adults with basic educational deficiencies."

"What we have tried to do is to bring people, representative groups, not just the undereducated adults themselves and not just the state directors, but broadly representative groups, into the decision-making process. We have provided opportunities for their first entry into what I have labeled the 'power structure' of educational administration. It is apparent that we are trying to develop a functional mechanism in which we can integrate both the administrative and programmatic activities in the region."

Excerpt from an address

Adult Basic Education

Arthur P. Crabtree
Consultant Office of Adult Education
New Jersey State Department of Education

"...We must constantly recognize and implement the mutuality of education and democracy. We have many kinds of education. We have all spent time in classrooms with youngsters in which what we taught would not be implemented for another ten or fifteen years. We know that by that time the information we taught will be obsolete. We've all spent time in college classes--nice, antiseptic college classes--within cloistered walls. We were so eager to do what the professor wanted us to do, not necessarily in search of genuine education. Both instances completely removed from the guts and the beauty and the reality of life, this kind of education. The adult basic education program probably comes closer to bringing education down to Main Street, to the human heartbeat of people, to the needs, aspirations, hopes, and desperation of people. What is the purpose of education in a democracy? Train men for jobs? No. Train to give people material leisure time? No. It was to implement, and make no mistake about this, the thesis of the democratic concept. This is what Madison said; this is what Jefferson said; this is what Horace Mann said; and we lost this North Star of our directional findings about the middle of the last century when with the triumph of Northern industrialization and the Civil War, we moved into an era of 'The Almighty Dollar.' With Northern industrialism we set in motion a new kind of American life, for the emphasis was no longer on the liberties and the freedom of the individual, but on the aggrandisement and accumulation of material things--and our education, I regret to say, instead of fighting this trend in American life, went with it, and we saw moving into the curriculum, education across the board, classes in manual training, vocational training, the things that complemented the shift to the business of acquisition of material things. Education, first, last, and all the time in a viable society like ours, must be, and was conceived as such, as the implementation of our kind of a society: political, economic, and social....Education is the most potent instrumentality which man has for the improvement of himself and his social conditions."

Quotes from Mr. Crabtree's Address

"The idea of educating the adult is centuries old: Confuscious was an adult educator; Christ was an adult educator; Socrates was an adult educator. Wherever you go in any of the four countries of Scandinavia you will find the education of adults is accepted as an integral part of the educational philosophy of those countries; the same is true in Britain. I rode one night with a cab driver outside of Nottingham, England, and he discussed British foreign policy as fluently, as intelligently, as any professor of Social Science in any British University could. And I met a Swedish farmer who told me more about Abraham Lincoln than I ever knew."

"We must educate the WHOLE MAN. One of the hallmarks of American Education is its subject matter approach, from the grade school on up to the university. Our educational process reminds me of nothing so much as a production line in a factory, where the individual to be educated comes down the line and each subject matter specialist tacks on his little brand of subject matter as he goes along. Nowhere along the line does any instructor stop to look at this human being."

"I have contended, I believed then, I believe now, that the adult basic education program must not be confined to training men for jobs--that it must be broadened to include the laying of an education foundation for all other aspects of life, namely, citizenship behavior, home and family life behavior, and individual development behavior--in other words, the same broad concepts and purposes that all adult education has, should be the ultimate goal of the Adult Basic Education Program."

Quotes from the delegation from Puerto Rico's presentation

"Puerto Rico has a centralized system of education. The Secretary of Education is the person responsible for structuring and setting the policies. Just in this past year a law was passed creating the Board of Education composed of nine members of different walks of life. These nine persons are responsible to set the policies which the Secretary of Education will follow during his term of office."

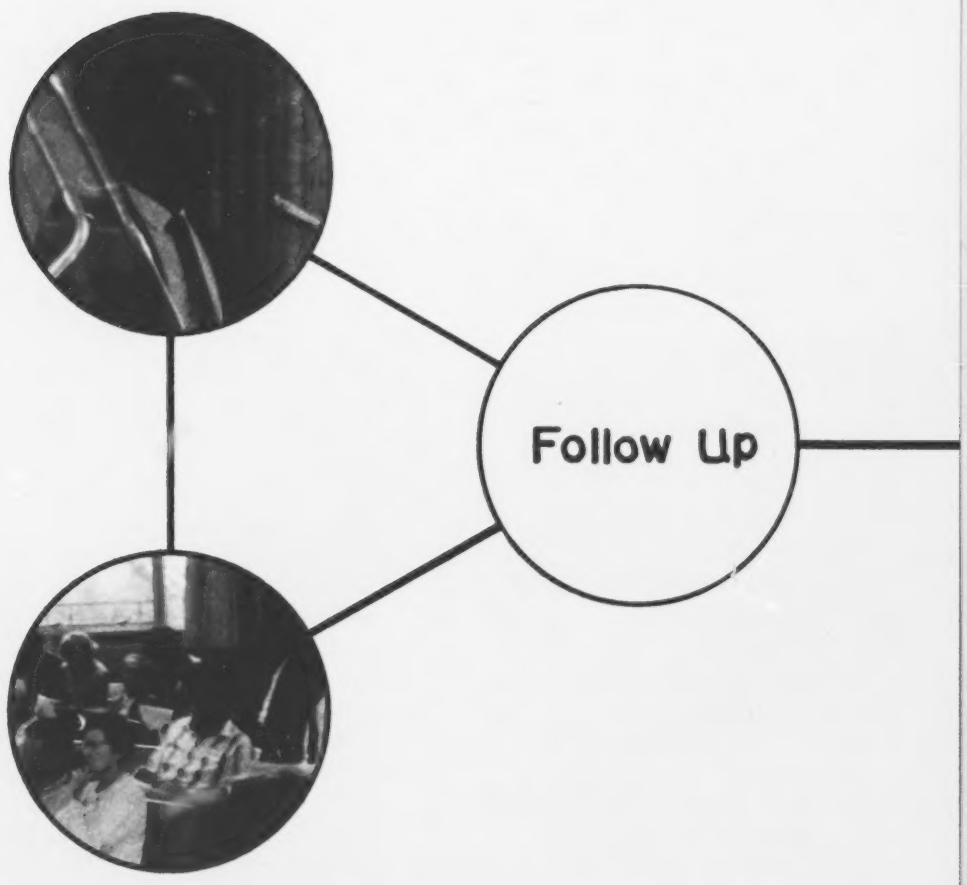
"When Puerto Rico passed from the Spanish domain in 1898 to the United States of America leadership only one person out of five could read and write. Eighty percent of the population was illiterate. When the program of ABE formally started around 1950, the percentage of illiteracy was 24.7. The census of 1960 showed a population of 2,349,544. There were 1,667,613 persons over ten years of age; of these 276,876 were illiterate or 16.6 percent, showing a decrease of 8.1 since 1950. By 1970 we expect to have only eight percent illiteracy."

"We have a good recruiting program which is state wide. We have slogans on the T. V. and over radio such as: Never too late to learn, Keep that light on, Enroll in school, get a better job. We recruit through different church denominations. We recruit through civic institutions like Lion's Club, Rotary, Elk, Professional Womens' Club. We use public address systems and we go directly to the places where people live and we urge them to enroll in school. We have no recruiters as such, teachers themselves do the job. We could say that the average number of enrollees per grade is around twenty and that we have about seventy percent retention in school."

CONCLUSION

Excerpt of a

Presentation of the Delegation from Puerto Rico



"When this Institute comes to an end and we go back home we will ask the pertinent question: what did I get out of it? In brief review of the events that occurred, one thing will stand out; the wonderful colleagues that we met at this Institute and the experiences we gained from getting to know your problems, your systems, and your successes. It goes without saying that your experiences have enriched ours. In our meetings, gatherings, lunch hours, and get-togethers, we have provided answers to questions from our colleagues. We have been honored and stimulated with your inquiring attitude.

"We want to take the opportunity to thank you for all the little things you have done for the delegation from Puerto Rico. In the name of all the Puerto Rican people here in the mainland and back home we say, thank you."

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JUN 6 1970

on Adult Education

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